

## Visionary Leadership Headmaster In Cultural Development Of Senior High School In Jambi Province

Muslimah<sup>1</sup>, Mukhtar<sup>2</sup>, Risnita<sup>3</sup>

<sup>1</sup>Doctoral Candidate of Islamic Education Management at State Islamic University Sulthan Thaha Syaifuddin Jambi, Indonesia. Lecturer at STAI An-Nadwah Kuala Tungkal Jambi, Indonesia.

<sup>2</sup> Professor of State Islamic University Sulthan Thaha Syaifuddin Jambi, Indonesia

<sup>3</sup> Lecturer of State Islamic University Sulthan Thaha Syaifuddin Jambi, Indonesia

Corresponding Author: Muslimah<sup>1</sup>

---

**Abstract :** This study focuses to describe in depth how the Headmaster Visionary Leadership in conducting School Culture Development on the social situation of Senior High Schools in the Province of Jambi. Meanwhile, the aim is to find out why visionary leadership can foster the school culture optimally, to know how to build School Culture at State Senior High School throughout Jambi Province, and to know how Leaders Visionary Principal in fostering school culture at State Senior High School throughout Jambi Province. This study is used descriptive qualitative approach. Meanwhile, the method of collecting data that writer used is observation techniques, interviews, and documentation. Data analysis is using Miles and Huberman model while the technique of data validity is using data triangulation. The result of research indicate that headmaster have Moslem personality as Rasulullah SAW, knowing members' need, build self-confidence member, mutual commitment in conducting cultural guidance to change to be good, creative , productive, innovative, exemplary and courageous in facing challenges, responsible, turning vision into reality, receiving suggestions from all circles without exception from lower people, and always giving a motivation. The role of visionary leadership of the headmaster has been done, such as vision creation, vision formulation, vision transformation, implementation as well as Direction Setter, Agent of Change, Spokesperson, Coach, support-getter, success-guarantor, and path-finder. The results of the research emphasize that the all headmasters in Jambi Province have implemented visionary leadership in school culture and its practical implications that the headmaster can create Vision, Vision Formulation, Vision Transformation, Vision Implementation as Direction Determinant, Agent of Change, Spokesman, Coach, and Communicator.

**Keywords:** Headmaster, Visionary Leadership, School Culture

---

Date of Submission: 16-06-2018

Date of acceptance: 02-07-2018

---

### I. INTRODUCTION

The issue of leadership, especially leadership in the world of education is an issue that is always interesting discussed and studied. Therefore, education is concerning the interests of the crowd, complex, and dynamic in accordance with the developments that occur in society. At this time, it is necessary to develop a visionary leadership that can accommodate the needs and demands of education on empowerment and independence and as a component that provides an enhancement in fostering a good school culture in the current era is Visionary Leadership.

Imamat or Islamic leadership is a concept contained in the Qur'an and as-Sunnah. Islamic Leadership is already the disposition of every human part that also motivates the Islamic leadership. Man is believed Allah to become khalifa or caliph of Allah (representative of Allah) on earth. Allah says in verse 30 of Al-Baqarah surah:

وَإِذْ قَالَ رَبُّكَ لِلْمَلٰئِكَةِ اِنِّيْ جَاعِلٌ فِي الْاَرْضِ خَلِيْفَةً قَالُوْۤا اَنْتَجْعَلُ فِيْهَا مَنْ يُفْسِدُ فِيْهَا وَيَسْفِكُ الدِّمَآءَ وَنَحْنُ نُسَبِّحُ بِحَمْدِكَ وَنُقَدِّسُ لَكَ قَالَ اِنِّيْۤ اَعْلَمُ مَا لَا تَعْلَمُوْنَ(البقرة: ٣٠)

Meaning: And (remember) when your Lord said to the angels: "Verily, I am going to place (of mankind) a khalefah (caliph) on earth." They said: "Will You place therein those who will make mischief therein and shed blood, - while we glorify You with praises and thanks (Exalted be You above all that they associate with You as partners) and sanctify You." He (Allâh) said: "I know that which you do not know." (Al-Baqarah: 30).

[1] The meaning of the above verse is what will represent me in carrying out My laws or rules to him, namely Adam. [2] Then, this verse shows that the Caliphate consists of the authority granted by Allah SWT, the creature entrusted with the duty of Adam AS and his children, and the place of duty which is the earth that lies. [3]

Similarly, Robbins also stated that visionary leadership is the ability to create and articulate a realistic, credible, interesting vision of the future for an organization or organizational unit that grows from and improves at this time. [4] A visionary leader is able to anticipate events that may arise, manage the future and encourage others to act in the right ways. [5]

Visionary leadership is increasingly urgent to apply in educational institutions, especially in schools. This is because our schools are now getting massive blows from external forces, such as political, economic, social and cultural rights that are directly or indirectly participate in mass media information. Moreover, the school culture becomes an interesting phenomenon because of the deep confidence and belief developed in schools that are reflected in the views, attitudes, and behaviors typical of the school citizens so as to foster the spirit of building the character of learners.

Although the extent of the condition is sometimes giving rise to opportunities to develop, it is often inhibiting or at least giving birth to new challenges in our education. In addition, our educational world is also faced with policy changes that are always not accompanied by a complete understanding. This is like the emergence of foreign cultures, funding arrangements, and curriculum changes that often create confusion in its implementation to invite the emergence of internal school challenges.

Despite the above conditions, there are some high schools in Jambi Province that are able to survive and develop to this day because the uniqueness and excellence that is not owned by other schools. It can be seen such as a strong school culture and it still exists. Parents' involvement in supporting academic and student activities, school principals, teachers, and student achievement are the three things that nourish the school culture. It was all caused by the visionary school principal.

As for the grand results, there are many advantages that can be observed from the observation tour conducted by researchers at three schools in Jambi Province to the west, south, and central regions of the State Senior High School Merangin Number 12, State Senior High School Batang Hari Number 1, and State Junior High School Jambi Number 3. First, the community is very concerned about education that can be proven with the School Construction program by the community that responded positively through the committee. Second, have a clear vision and mission and have a good work program. Third, have students who excel in academic, art and sport. Fourth, have cooperation with other parties. Fifth, principals, teachers, employees and learners welcome and friendly with anyone and the feel of Islam looks like shaking hands with each other. Sixth, the principal takes full responsibility and gives a good example to his or her members as it comes first, cleans off the office, and motivates all the people in the school. Besides it always has innovative, inspirational and inspiring, and managing dreams into reality. Seventh, able to change the vision into action (he or she can formulate a vision into his or her mission which can then be absorbed by the organization members who become the reference every step ahead), for example like having school rules. Future-minded such as principals, teachers, and students have good achievements. Eighth, the headmaster is also courageous in acting on purpose, confident, strong beliefs, and always at risk. In addition, it is able to motivate and mobilize others to work together in reaching goals, clinging to the spiritual values it believes in and strengthening the existing culture of the school, building relationships effectively, innovatively, proactively, and always learning.

Headmaster leadership of 3 (three) State Junior High Schools in Jambi Province that is visionary in optimum school culture development so it is very important to examine the Leader Visionary Leadership in School Culture Development both from the performance system and other things for school progress.

## **II. Literature Review**

### **A. Visionary Leadership**

Visionary leadership is owned by the principal in the field of education. Leadership relevant to the demands of "school-based management" and coveted for educational productivity is a visionary leadership whose the main work is focused on challenging future engineering, becoming a superior agent of change and determining the direction of the organization know priorities. Other things are to become a professional coach and can guide other personnel towards the expected professionalism of work.[6]

The visionary leadership theory emerges in response to the statement "the only thing of permanent is a change" that requires leaders to have the ability to determine the future direction through vision. Vision is the idealization of leaders' thinking about the future of a shared organization with stakeholders and is a key force for organizational change that creates an advanced and anticipatory culture of global competition. Benis and Nanus define visionary leadership as a picture of the future we want together.[5]

Visionary leadership is the ability of leaders in creating, formulating, communicating, promoting, transforming, and implementing ideal thoughts derived from him or her as a result of social interaction among members of the organization and stakeholders believed to be the ideals of the organization of the future that must be achieved or realized through commitment of all personnel. In order to become a visionary leader, one must understand the concept of content, understanding the characteristics, vision elements, and understand the purpose of vision [6].

Steps to be visionary leadership that vision must be refreshed so that it remains appropriate and commensurate with changes that occur in the environment. The step is done with the creation of vision, vision formulation, vision transformation, and implementation of the vision.

Implementation of the vision is the leader's ability to describe and translate the vision into action. Vision is a bullet for visionary leadership. Vision plays a role in determining the future of the organization when implemented comprehensively. The visionary leadership works in four pillars as Nanus says: (a) direction determiner, (b) Agent of change, (c) Spokesman, (d) Trainer and communicator [6].

According to Richard, visionary leadership is focusing on high-value issues of work and innovation in the school. To support it is an ideal standard that can illustrate the future of school. The ideal standard is a visionary leadership. There is no leadership without a visionary [7].

Similarly, Robbins also stated visionary leadership is the ability to create and articulate a realistic, credible, interesting vision of the future for an organization or organizational unit that grows from and improves at this time.[4] Meanwhile, according to Seth Kahan explained that visionary leadership involves the ability, competence, expertise to offer extraordinary success and glory in the future. A visionary leader is able to anticipate events that may arise, manage the future, and encourage others to act in the right ways.[6]

From the above description, it can be concluded that the headmaster's visionary leadership in this research is the headmaster's leadership that can create and articulate the vision of the future realistically and be appealing about the growing and growing organizational future. The indicators are credible, brave, knowledgeable, work, influence someone without coercion, high motivation, change vision into action, build a relationship and responsibility.

## **B. School Culture**

The idea of a school culture has existed since 1932. The educational sociologist Willard Waller (1932) quoted by Deal and Kent argued that school culture is every school has its own culture, which is a set of values, norms, moral rules and customs that have formed behaviors and relationships that occur within it. [8]

Mc Brien and R. Brandt define school culture as the number of values, culture, safety practices, and organizational structures within the school that causes them to function and react in a certain way. [9] Then, according to Stephen Robin and Mary Coulter, the school culture is a set of values, principles, traditions, and ways of working that are shared by and influence the behavior and actions of members. [10]

Short and Greer define school culture as school beliefs, policies, norms, and habits that can be established, strengthened, and nurtured through school leaders and teachers. School culture is the context behind the school screen that shows the beliefs, values, norms, and habits that have been built for a long time by all citizens in school cooperation. In addition, school culture has an effect not only on the activities of the school community but also the motivation and spirit.[11]

From the description above, it can be concluded that the school culture in this study is the basic philosophy of the school that contains norms, habits, behaviors, beliefs, attitudes, and knowledge based on shared values that become core characteristics of how to perform academic acts in a school. The indicators are religious habits, modeling examples, coaching on members, giving judgment and rewards, having a certainty, and consistent in achieving goals.

## **III. METHODOLOGY**

The study uses descriptive qualitative methodologies with qualitative case study approaches whose research explored real life, contemporary limited systems (cases) or various limited systems (multiple cases), through detailed and in-depth data collection involving multiple sources of information and reporting descriptions and case themes [12]. The focus centered on the superiority of Leadership Visionary Principal in School Culture Development at State Senior High School Merangin Number 12, State Senior High School Batang Hari Number 1 and State High School of Jambi Number 3. Therefore, Sukmadinata said that such study is not intended to make the generalization, but to broaden findings that allow readers or other researchers to understand the same situation and use the results of this research in practice. [12]

## **IV. RESULT AND DISCUSSION**

1. Head of the visionary school located in Jambi Province (State Senior High School Merangin Number 12, State Senior High School Batang Hari Number 1 and State Senior High School Jambi City Number 3) the principal has implemented:
  - a. Mobilizing trustworthy school organizations and persistence in managing the potential of school into advance schools and proven leadership image to drive the direction of school ahead.
  - b. The visionary spirit of the leader is reflected in the name of inclusive school and soul professionally who can encourage focusing on achieving school vision.
  - c. An innovation agent is a characteristic of visionary leadership that drives all school citizens to articulate school vision.

- d. Direction determinants can measure achievement standards or flagship schools and reflecting high ideals. The vision describes the organization as a responsible community, which has strong integrity and lifts the morale of everyone in it.
- e. The characteristics soul of the leader visionary has been shown in managing the organization of the school constantly finding something superior to the already superior.
2. Headmaster in developing and instill school culture in Jambi Province (State Senior High School Merangin Number 12, State Senior high School Batang Hari Number 1 and State Senior High School Jambi City Number 3), that is a) Idealized influence (respect), confidence (trust) , developing a shared vision, developing a work culture, conducting restructuring efforts, empowering its members, ethical behavior and exemplary b) Inspirational motivation (Facing challenges, pay attention to the meaning of work, demonstrate commitment, motivators eager to continue to arouse enthusiasm and optimism of its members). c) Intellectual stimulation (Behavior of innovation, leadership is based on developing science and intellectually able to translate it in the form of productive performance, explore new ideas, providing creative solutions, encourage members to learn and practice new approaches in doing work d) Individualized consideration (Attention to listening and following up on complaints, ideas, expectations and all inputs provided by their members and having sensitivity to institutional development.
3. The role of visionary leadership of the principal (State Senior High School Merangin Number 12, State Senior High School Batang Hari Number 1 and State Senior High School JambiCity Number 3). Coaching to make a better change, the principal performs its role as:

- a. Creation of Vision
- b. Formulation of Vision

Vision needs to be formulated in a clear, assertive statement, and involving stakeholders with the following activities:

- 1) The formation and formulation of vision by members of the leadership team
- 2) Formulate strategy by consensus
- 3) Raise attitude and determination as total commitment.

- c. Vision Transformation

The ability to build trust is through intensive and effective communication as a shared vision effort on stakeholders so that obtained sense of belonging and sense of ownership.

- d. Implementation of Vision

As a direction setter, the leader must select and set goals by taking into account the future external environment that is the goal of mobilizing all organizational resources. Then, the agent of change in his role transformer leaders is responsible for stimulating change in the internal environment. Spokesperson, an effective leader is also a person who knows and appreciates all forms of communication available to explain and build support. Coach, the effective visionary leader must be a good coach.

Furthermore, there are several factors of successful visionary leadership role in fostering school culture in Jambi Province. Success factors are good leader personality factors, educational factors and high experience, internal factors and external factors. Internal factors and external factors itself are good cooperation within the school and outside the school with others to achieve progress and change the school is better and use that is in 1) aspects of teaching and learning process, 2) learning achievement of students in the school and attending events or extra-curricular activities outside the school, 3) improving the quality of teaching teachers through scientific activities, 4) improvement of school facilities to support the success of teaching and learning, 5) establishing good cooperation in school and out of the school, 6) establishing a culture of discipline to all citizens of the school and cultivate or practice running religious orders, such as praying in congregation, reading Surah Yasin Tahليل Takhtim Prayer, practicing the prayer of the corpse, reading the special Qur'an Juz 30, able to get used (hello, smile, greetings, polite and courteous), discipline culture (arriving on time, present list contents, preparing work tools for teacher learning tools and for students' textbooks or learning tools, obeying all rules, performing obligatory duties and authorities, permission if not present and norms and values as a rule that results from cultures that must be cultured.

## **V. Conclusion**

Headmistress of Jambi Province has implemented visionary leadership in school culture development and its practical implication that the principal can create Vision, Formulation of Vision, Transformation of Vision, Implementation of Vision (a) Direction Determination, b. Agent of Change, c. A spokesman, d. Coach, and communicators.)

## **VI. Implication**

The development of school culture needs to pay attention to several things. Firstly, improving school culture requires a visionary leader who can change something and have broad insights, transforms vision into action, have sensitivity to institutional development, develops shared vision among institutions, distributes

leadership roles, develops school culture, doing restructuring efforts at school, modeling and empowering subordinates, having a primary vision, mission, what to do and being an indicator of achieving the vision, purpose, goal, targeted actions plan that have been arefully created, capital for change, has the integrity of Muslim personality and deliberation as well as the spirit of kinship.

Second, increasing school culture should be done with the visionary leadership role that can create Vision, Formulation of Vision, Transformation of Vision, Implementation of Vision (a. Direction Determination, b. Agent of Change, c. Spokesman, d. Coach and communicator).

#### REFERENCES

- [1]. Al-Majid, *Al-Qur'an Terjemah dan Tajwid Warna (Engl: Qur'an Translation and Color Tajwid)*, (Jakarta: Beras, 2014).
- [2]. Imam Jalaluddin Al-Mahalli and Imam Jalaluddin As-Suyuti, *Terjemahan Tafsir Jalalain (engl:Translation of Tafsir Jalalain)*, Volume 1, 6th Ed. (Bandung: Sinar Baru Algensindo, 2008).
- [3]. M. Quraish Shihab, *Tafsir Al-Mishbah*, Volume 1, 10th Ed. ( Jakarta: Lentera Hati, 2008).
- [4]. Stephen Robbins, *Organizational Behavior: Concept, Controversies, and Applications* (Prentice-Hall International, Inc., Upper Saddle River New Jersey:1996).
- [5]. Andriansyah, *Kepemimpinan Visioner Kepala Daerah (Engl: Leadership Visionary Head of Region)*, (Jakarta: Faculty of Social and Political Science Prof Dr. Moestopo University, 2015).
- [6]. Engkoswara and Aan Komariah, *Administrasi Pendidikan (Engl: Education Administration)*, ( Bandung: Alfabeta, 2012).
- [7]. Richard L. Hughes, Robert C. Ginnett, Gordon J. Curphy, *Leadership: Enhancing the Experience*, (New York: The Mc Graw-Hill of the Americas: 2002).
- [8]. Kent D. Peterson and Terrence E. Deal, *The Shapping School Cultur Fieldbook* (San Francisco: Jossey-Bass Publishers, 2009).
- [9]. Aan Komariah and Cepi Triatna, *Visionary Leadership* (Jakarta: Bumi Aksara, Cet.3, 2008).
- [10]. Stephen P. Robbins and Mary Coulter, *Manajemen Edisi Kesepuluh (Engl: Management of the tenth edition)*, (Jakarta: Erlangga, 2010).
- [11]. Daryanto Suryatri Darmiatun, *Implementasi Pendidikan Karakter di Sekolah (Engl: Implementation of Character Education in School)*, (Yogyakarta: Gava Media, 2013).
- [12]. Nana Syaodih Sukmadinata, *Metode Penelitian Pendidikan (Engl: Methods of Educational Research)*, (Bandung: Postgraduate Program of Universitas Pendidikan Indonesia, Remaja Rosdakarya, 2007).